



Understand * Uplift * Unite

Underhill School and Children's Centre

Year 3



Meet the team

Class	Teacher	Support staff working within the year group
3 Yew	Sophia Tsiaparis	Alice Mrs Gjeci Mrs Lamming
3 Cedar	Michelle Moriarty	Kate Lawson (LKS2 leader)



The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude through our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.



Curriculum



The School Day - 3 Cedar

	8:40 - 9:00	9:00 - 10:30		10:30 - 10:45	10:45 - 12:00	LUNCH	13:00 - 13:30	13:30 - 15:00	15:00	15:20	
M o n	Spellings and definitions	English beginning with taught handwriting (10:10 Head's Assembly)		B R E A K	Maths	12:00	Guided Reading	13:30 PSHE 14:15 History / Geography	Assembly talk time	H O M E T I M E	
T u e s	Maths EMW	English			Maths	12:00	Guided Reading	13:30 Science Spanish 14:30 - 15:00	3 Cedar Library		
W e d s	Spelling hangman	English beginning with taught handwriting 10:00 Guided Reading			Maths	12:00	PE / PPA				
T h u r s	Maths EMW	9:00 - 9:20 Singing Assembly	9:20 English		Maths	12:15	13:15 Computing	14:15 RE	Story time		
F r i	Handwriting	English 10:00 Guided Reading			Maths	12:00	Awards Assembly 13:00 or class assemblies at 14:50	13:30 Art / DT 14:30 Music	Story time		

Early morning work - Don't miss out!
5 x 20 minutes = an hour of lost learning time



The School Day - 3 Yew

	8:40- 9:00	9:00 – 10:30		10:30 - 10:45	10:45 - 12:00	LUNCH	13:00 - 13:30	13:30 - 15:00	15:00	15:20	
M o n	Spellings and definitions	English beginning with taught handwriting (10:10 Head's Assembly)		B R E A K	Maths	12:00	Guided Reading	13:30 PSHE 14:15 History / Geography	3 Yew Library	H O M E T I M E	
T u e s	Maths EMW	English			Maths		12:00	Guided Reading	13:30 Science Spanish 14:30 - 15:00		Assembly talk time
W e d s	Spelling hangman	English beginning with taught handwriting 10:00 Guided Reading			Maths		12:00	PE / PPA			
T h u r s	Maths EMW	9:00 - 9:20 Singing Assembly	9:20 English		Maths		12:15	13:15 RE	14:15 Computing		Story time
F r i	Handwriting	English 10:00 Guided Reading			Maths		12:00	Awards Assembly 13:00 or class assemblies at 14:50	13:30 Art / DT 14:30 Music		Story time

Early morning work - Don't miss out!
5 x 20 minutes = an hour of lost learning time

This year in Year 3

	Autumn 1 Topic	Autumn 2 Topic	Spring 1 Topic	Spring 2 Topic	Summer 1 Topic	Summer 2 Topic
English	The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into The Forest
Maths	1. Place Value 2. Addition & Subtraction 3. Multiplication & Division A		4. Multiplication & Division B 5. Length & Perimeter 6. Fractions 7. Mass & Capacity		8. Fractions B 9. Money 10. Time 11. Shape 12. Statistics	
Science	Animals: Movement and nutrition	Forces and space: Forces and magnets	Materials: Rocks and soil	Energy: Light and shadows	Plants: Plant reproduction	Making connections: Does hand span affect grip strength?
Computing	Networks and the Internet Online safety	Emailing Online safety	Data handling Internet safety	Programming Online safety	Journey inside a computer	Creating media: video trailers Online safety
PSHE	Families and relationships	Families and relationships Health and wellbeing	Health and wellbeing Citizenship	Citizenship Economic wellbeing	Economic well-being Safety and the changing body	Safety and the changing body Transition
History	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		Why did the Romans invade and settle in Britain?		What was important to Ancient Egyptians?	
Geography		Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?
Art	Prehistoric art		Developing drawing skills		Craft & design: Ancient Egyptian scrolls	
DT		Textiles - bags for travelling in Europe		Food - eating seasonally		Structures - constructing a castle
RE	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
Spanish	I am learning Spanish	Animals	Instruments	I know how to..	Fruits	Ice-Creams
PE	Hockey Dance - Wild animals	Gymnastics Handball	Communication tactics Netball	Running Gymnastics	Foot golf Tennis	Basketball Cricket
Music	Ballads		Pentatonic Melodies & Composition (Chinese New Year)		Traditional Instruments (India)	



Year 3 Expectations in writing

I will be able to:	
Super Speller skills	1. I can spell at least half the words from the Y3/4 spelling list
	2. I can identify root words in longer words and spell words which are in a family e.g. <i>solve, solution, solver, dissolve, insoluble</i>
	3. I am able to use the prefixes : <i>in_, im_, un_, dis_, mis_, anti_, auto_ and super_</i> in my writing
	4. I can use _ly to change an adjective into an adverb
	5. I recognise that words that sound the same can have different spellings and meanings (Homophones)
	6. I know when to use a a ___ and an an ___ e.g. <i>a rock, an open box</i>
	7. I can use a dictionary to check the spelling and meaning of a word
Grammar & Punctuation "know how"	8. I can recognise and use a noun in a sentence
	9. I know what a verb is and can choose different verbs in my writing
	10. I can identify and use adjectives to make my writing interesting
	11. I can use the adverbs <i>then, next, soon</i> and <i>therefore</i> to show time, place and cause
	12. I can express time, place and cause using prepositions e.g. <i>before, after, during, in, because of</i>
	13. I have started to recognise when to use ' s ' to show possession and _s for pluralisation e.g. <i>Ryan's game / the footballs fell out of the bag</i>
	14. I know that spoken words in a speech bubble can also be shown inside speech marks (inverted commas) e.g. <i>"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i>
	15. I can proof read (and make improvements to) my work and check for vocabulary, grammar and punctuation mistakes
Super Sentence maker	16. I can use powerful verbs to make my sentences more interesting Not: <i>I went out of the room</i> but: <i>I stormed out of the room, I plodded out of the room or I crept out of the room</i>
	17. I can choose the correct verb tense for different types of writing (Narrative is usually past tense, description can be present tense) <i>She ran along the road and saw the robber vanishing down a trapdoor.</i> <i>My friend has red hair, blue eyes and is always telling jokes.</i>
	18. I can use adjectival phrases to extend my sentences e.g. <i>Mrs Coles' house was noisy, loud and messy. Peter and Poppy, who were my age, looked after me very nicely.</i>
	19. I know the difference between a simple and complex sentence and can use both in my writing

	20. I can use conjunctions to join two simple sentences and to extend my sentences e.g. <i>and, or, but, so, when, if, because, although and however</i>			
	21. I can use a range of sentence starters			
	22. I can write in Standard English forms e.g. <i>we were</i> instead of <i>we was / would have</i> instead of <i>would of</i>			
Writing organisation	23. I am starting to use paragraphs in narrative writing			
	24. I can group information in non-fiction writing using paragraphs			
	25. I can use headings and sub-headings in my writing			
	26. I can discuss models of writing , noting structure, grammatical structure and use of vocabulary			
Writing Purpose	27. I can write a narrative with a clear structure : <i>characters, setting and plot</i>			
	28. I can add my viewpoint to some writing			
Incredible Words	29. I can choose interesting and appropriate vocabulary in my writing			
	30. I can add detail to make my writing exciting			
Neatest Handwriting	31. I can write neatly			
	32. I can join my writing			
	33. I understand which letters are best left unjoined			

Must Have Skills in Year 3

- ✓ I must use full stops, capital letters, exclamation marks and question marks
- ✓ I must write clear sentences that make sense
- ✓ I must use finger spaces correctly and place my words neatly on the line
- ✓ I must produce neat work and good handwriting in all of my work
- ✓ I must use nouns, verbs and adjectives correctly
- ✓ I must use different sentence openers to make my writing interesting



Writing

Year 3

Example

3. conjunction
expresses
time

As the sun went down the tomb robber approached. With his darkest black cloak

3/4. fronted
adverbial
expresses
cause

3/4. short
sentence
creates drama

he could not be seen in the dead of night. His eyes were in that evil look.

4. adjectival
phrase
expands the
noun phrase

3. fronted
adverb
creates
cohesion

The tomb robber was on the loose! He crept to my pyramid door the door was

locked. Luckily he had a skeleton key that can unlock anything. It unlocked my

door. Because the corey door was so small, the tomb robber had to call

3.
conjunction
to express
cause

1. capital
letter not used
for proper
noun

to the cleopatra tomb! But why was the corey door small? thought the tomb

robber. He But the tomb robber didnt care about that he was to busy looking

for the cleopatra Jewellery, money and gold.



Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL VIEW		Free trial	Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW				
Summer	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW		Geometry Shape VIEW		Statistics VIEW		Consolidation			



Maths



<https://ttrockstars.com/>

12.11.20

x	2	5	10	3	4	8	6
10	20	50	100	30	40		
2	4	10	20	6	8		
5	10	25	50	15	20		
3	6	15	30	9	12		
4	8	20	40	12	16		
8	18	40	80	24			

23.10.20

x	2	5	10	3	4	8	6
10	20	50	100	30	40	80	60
2	4	10	20	6	8	16	12
5	10	25	50	15	20	40	30
3	6	15	30	9	12	24	18
4	8	20	40	12	16	32	24
8	16	40	80	24	32	64	48

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.



PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).



PSHE



RSE & PSHE

Introduction: Setting ground rules for RSE & PSHE lessons

(1 lessons)

A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful...

[View unit >](#)



RSE & PSHE

Y3 Families and relationships

(8 lessons)

Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of...

[View unit >](#)



RSE & PSHE

Y3 Health and wellbeing

(7 lessons)

Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through...

[View unit >](#)



RSE & PSHE

Y3 Safety and the changing body

(8 lessons)

Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to...

[View unit >](#)



RSE & PSHE

Y3 Citizenship

(7 lessons)

Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and...

[View unit >](#)



RSE & PSHE

Y3 Economic wellbeing

(6 lessons)

Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending....

[View unit >](#)



RSE & PSHE

Year 3: Transition lesson

(1 lessons)

Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this

[View unit >](#)



School Trips

All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.



Assessment



Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.

Children will be assessed in:

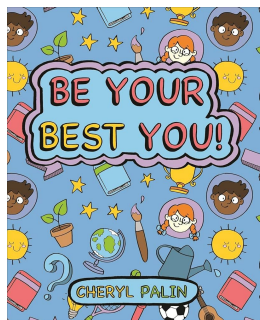
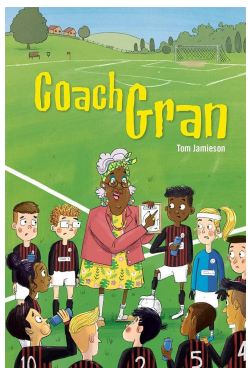
- Reading comprehension
- Maths: arithmetic
- Maths : reasoning
- Spelling
- Grammar

We always analyse assessment results and will use the data to inform our practice.



Assessment of reading

- In school, children read levelled books.
- Children may move up book levels at any point of the year. Teachers assess both fluency and comprehension before pupils move up a book level.



A Guide to Reading Planet
Find confidence in embedding Reading Planet across your whole school with quality levelled books and supporting resources that will ensure reading progress for every child.

Reception and Key Stage 1			
Year	Age	Level	Books
Reception	3-4	Red	12 titles
Year 1	5-6	Red 1	12 titles
		Red 2	12 titles
		Red 3	12 titles
		Red 4	12 titles
		Red 5	12 titles
Year 2	6-7	Green	12 titles
		Orange	12 titles
		Teal	12 titles
		Purple	12 titles
		White	12 titles

Key Stage 2			
Year	Age	Fiction	Non-Fiction
Years 2-3	7-8	Blue	6 titles
Year 3	7-8	Blue	6 titles
		Blue	6 titles
Year 4	8-9	Blue	6 titles
		Blue	6 titles
Year 5	9-10	Blue	6 titles
		Blue	6 titles
Years 5-6	10-11	Blue	6 titles
		Blue	6 titles

Additional resources for Reception to Key Stage 2:
Interactive eBook library, teacher support and parent pack. Coming soon for Key Stage Two.

For orders and enquiries, call 01235 800 555 risingstarsreadingplanet.com



Behaviour



Underhill Behaviour

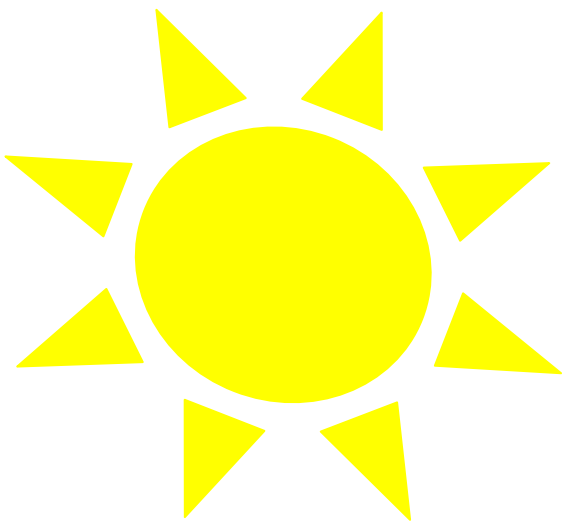
I can, You can, We can...	This means that we...
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.



Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire * Earth



Rewards

House Dojos

Star of the Week

Marbles and marble parties

Golden tickets

Our Unsung Heroes



Underhill Sanctions



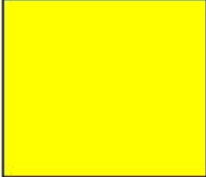

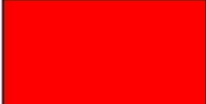
While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.



Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction



Parents as Partners



Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be on Wednesday 22nd and Thursday 23rd October 2025.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the **newsletter**, there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.



Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

Maths - a worksheet linked to what children have been learning about.

English - grammar and reading comprehension (alternate weeks)

Spellings - 10 spellings per week



You do not have to
print work out!!!!



Home learning

Reading homework

Focus on fluency, reading speed and comprehension



Rollercoasters

9 The rollercoaster has been a fashionable ride for many
 17 years, with one of the first recorded rollercoasters
 26 opening in Paris in 1817. Historically, it is believed
 35 that the rollercoaster was inspired by sledging on the
 43 icy Russian mountains. The popularity of the rollercoaster
 53 did not spread initially. It wasn't until 1884 that the
 60 first notable and highly admired rollercoaster was
 72 opened in New York. It was made in the style of a
 81 runaway train. The rollercoaster ran on wooden tracks and
 85 was an instant success.

94 Today, a rollercoaster track can either be a complete
 102 circuit or a shuttle track, allowing the cars —
 110 individual or multiple — to run in both directions.
 114 Modern rollercoasters are, of
 118 course, much faster than
 122 the original models and
 125 safety standards have
 127 notably increased
 129 since then.



Questions



1. When did the first well-known rollercoaster open and where was it?



2. Find and copy **two** words that tell you that rollercoasters are well-liked.



3. How do rollercoasters of the past compare with the modern day?



4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times

June 2010

Octopus Expert

4 Paul the Octopus has
 8 been predicting the result
 13 of the World Cup football
 18 games over the past few
 22 weeks. He's an amazing
 23 animal!



27 The sea creature's owners
 31 have been putting some
 35 clear, plastic boxes into
 39 Paul's tank before each
 43 match. Each box is
 47 decorated with the flag
 51 of a football team.

55 Paul has been choosing
 60 one of the boxes by
 64 crawling towards it and
 68 he has correctly guessed
 73 the winner of six football
 79 games so far in the World
 81 Cup competition.

87 Is Paul a football expert or
 92 just a very lucky octopus?
 96 What do you think?

Questions



1. What does Paul predict the results of?



2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?



3. Why do some people think Paul is a football expert?



4. Do you think Paul is just a lucky octopus?



FRED - Reading at home



FRED
Families Reading Every
Day



Children need to read at home every night. This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial their reading record.

KS 2 - Children write down what they have read.

If home reading is not happening, a class teacher or Reading Lead will be in contact.



Notices:



Uniform



Order through Schoolmoney.

Children should also wear black skirts, trousers or pinafores and black shoes.



Find more information here:
<https://underhillschool.co.uk/uniform>



PE uniform



PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)

PE DAY IS WEDNESDAY



Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn



Absences

If your child is unwell, please inform the office in the morning.

<https://underhillschool.co.uk/report-an-absence>

REPORT YOUR CHILD'S ABSENCE

Please give your child's name and class along with the reason for their absence

SEND

Or you can call **020 8449 2423**



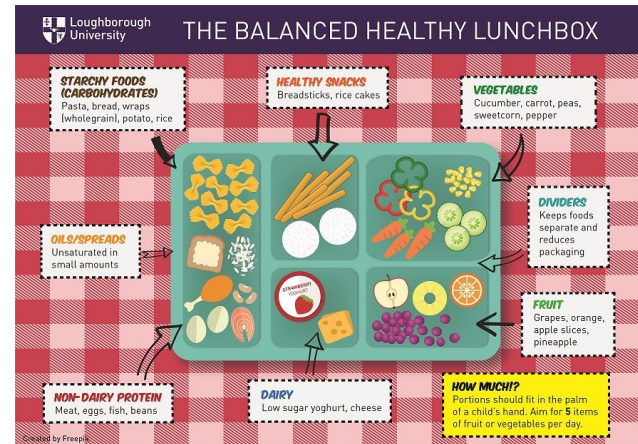
Snacks and Lunch

We are a healthy, nut free school. Children should bring in fruit or vegetables (e.g. cut up carrot, pepper or cucumber (not dried fruits please) to eat at break time. They are not permitted to bring in anything else.

ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks. All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.





Independent Travel

Only children in Year 6 can be independent travellers.

Mobile phones should not be brought into school.

If a sibling is collecting your child, please arrange with the office (unless the sibling is a grown up).



PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.





Any questions?



Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!